DOCUMENT RESUME

ED 330 368 IR 053 537

AUTHOR	Neff, Evaline B.
TITLE	Library Programs. Library Services for Individuals with Limited English Proficiency. Fiscal Year 1987.
INSTITUTION	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	LP-91-750
PUB DATE	Dec 90
NOTE	21p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	American Indians; Asian Americans; Cultural Education; *English (Second Language); *Federal Aid; *Grants; Hispanic Americans; *Library Role; *Library Services; *Limited English Speaking; Public Libraries; Second Language Instruction
IDENTIFIERS	*Library Services and Construction Act

ABSTRACT

Libraries have played an important role in developing and operating programs which enhance English-language skills and ease assimilation into U.S. society. This report presents descriptions of the Library Services and Construction Act (LSCA) grants which funded library programs and projects benefitting individuals with limited English-speaking proficiency in Fiscal Year 1987. The programs and project descriptions are listed alphabetically by state. In 1987, 17 states and two outlying areas (Guam and Puerto Rico) funded 34 projects to provide cultural and library services to an estimated 5.7 million persons of limited English-speaking proficiency; the programs covered at least 30 languages and offered a variety of services, including information and referral programs via telephone; provision of print and audiovisual materials in foreign languages and materials on English as a second language (ESL); ESL tutoring; storytelling for children in foreign languages; cultural programs featuring music, films, guest speakers, and performers from foreign countries; outreach programs; training for library personnel in the language and cultural values of the immigrant communities in order to enhance services to bilingual groups; production of foreign-language/English directories, brochures, and pamphlets; and building bibliographic databases. Concluding the report is a table identifying federal, state, and local expenditures, by state or outlying area, for library services for individuals of limited English proficiency. The table also indicates the number of people served for each state. It is noted that 24 of the 34 programs were for Spanish-speaking individuals. (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED330368

Library Programs

Library Services for Individuals with Limited English Proficiency

Fiscal Year 1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR 053 537

Office of Educational Research and Improvement
U.S. Department of Education

IR

Library Programs

Library Services for Individuals with Limited English Proficiency

Fiscal Year 1987

by
Evaline B. Neff

December 1990

U.S. Department of Education
Lauro F. Cavazos
Secretary

Office of Educational Research and Improvement
Christopher T. Cross
Assistant Secretary

Library Programs
Anne J. Mathews
Director

Information Services
Sharon K. Horn
Director

December 1990

Foreword

In 1980, according to the Bureau of the Census, 1.9 percent of the total population of the United States either could not speak English at all or could not speak it well. There is little reason to believe that this percentage has dropped in the past 10 years.

While some individuals with no or limited English proficiency are residents of some duration, many more are immigrants. The two groups share a common need for help in acquiring or improving their knowledge of English. But immigrants also need help in learning how to cope with life in a society which may be very different from any they have known.

Libraries have a notable role in providing these kinds of help; they develop and operate programs both to enhance English-language skills and to ease assimilation into American society. They are supported in this vital role by the Library Services and Construction Act (LSCA).

LSCA (P.L. 84–597) is a State formula grant program that fosters services through public libraries acting alone or in cooperation with other types of libraries; the 1974 Amendments (P.L. 93–380) provide that priority be given to programs and projects that benefit individuals with limited English-speaking proficiency. The number of such programs and projects has remained fairly constant during the past 5 years, but the estimated number of persons they serve has nearly doubled.

Although the program is relatively small, the rewards are large and some of the stories we hear from program participants are heartwarming, indeed. We learned, for example, that while an immigrant from Southeast Asia was enrolled in one of the LSCA projects, her daughter entered a national essay contest and won first prize. The prize was a trip to the White House and a meeting with the President! We may not have been directly involved in the daughter's achievement, but the LSCA certainly played a part in the mother's Americanization and we share in her pride.

Robert Klassen, Director of the Public Library Support Staff, has responsibility for the State-administered LSCA programs. Evaline Neff, program officer, put together this publication from information provided by the States in their 1987 annual reports.

Anne J. Mathews
Director
Library Programs
Office of Educational Research
and Improvement

Contents

Foreword iii

Introduction 1

LSCA Projects by State 4

Table 1.—Library Services for Individuals with Limited English Proficiency: Fiscal Year 1987 Expenditures from Federal, State, and Local Sources, by State 14

Introduction

Individuals with "limited English proficiency" have been defined by the U.S. Department of Education as follows:

- Those who were not born in the United States or whose native language is a language other than English. (The term "native language," when used with reference to an individual of limited English proficiency, means the language normally used by such individual or, in the case of a child, the language normally used by the parents.)
- Those who come from environments where a language other than English is dominant.
- Those who are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English-language proficiency and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in situations where the language of communication is English or to participate fully in our society.

In FY 87, 17 States and 2 outlying areas funded 34 projects to provide cultural and library services to an estimated 5.7 million persons of limited English-speaking proficiency; 24 of the projects were for Spanish-speaking individuals. Expenditures totaled $2,567,644 and, except for some $40,000, all were from LSCA funds.

The programs covered at least 30 languages, including Bengali, Cambodian, Chamorro, Chinese, Czech, Danish, Dutch, French, German, Gujarati, Hebrew, Hmong, Italian, Japanese, Khmer, Korean, Laotian, Norwegian, Persian, Polish, Portuguese, Russian, Slovak, Swedish, Spanish, Tagalog, Tamil, Urdu, Vietnamese, and Yiddish.

Projects funded wholly or partly under LSCA offered a variety of services, such as:

- Information and referral programs via telephone.
- Provision of books, magazines, and audiovisual materials in foreign languages (some in both a foreign language and English) and materials dealing with English as a second language (abbreviated as ESL throughout this report). In general, these various materials dealt with life-coping topics, such as job information, computer skills, housing needs, materials designed to help prepare immigrants for the naturalization exam (St. Louis, Missouri, Public Library), and even a translation service (Montgomery County, Maryland, Public Library).

- Tutoring in ESL. More libraries are making this service available, sometimes in concert with other educational institutions, such as schools and colleges, and often in cooperation with the Literacy Volunteers of America. At least 130 tutors gave more than 9,000 hours of instruction to 229 students during the reporting period (Massachusetts and New York).
- Storytelling for children in foreign languages (Chicago Public Library).
- Cultural programs featuring music, films, guest speakers, and performers from foreign countries (Massachusetts and New York).
- Outreach programs that brought library materials and information to rural and urban concentrations of foreign-born persons (Utah).
- Training for library personnel in the language and cultural values of the immigrant communities in order to enhance services to bilingual groups (Chicago Public Library; St. Louis, Missouri, Public Library; and Rhode Island).
- Production of foreign-language/English directories, brochures, and pamphlets containing information useful to persons who are not fluent in English; and building bibliographic databases (California ASIA project).

Project histories reveal some continuing problems in the following areas:

- Difficulty in acquiring materials in foreign languages. U.S. jobbers find that titles from publishers abroad are in short supply and by the time they are listed in U.S. catalogs and review services, stocks are limited (Idaho, Illinois, and North Carolina).
- Limited opportunity to recruit staff who have exotic language skills in addition to library training and experience (Idaho and North Carolina).
- Difficulty in making contact with persons who have limited English-speaking proficiency.

In FY 87, the trend was toward an increase in the number of ESL programs, with demand for classes and materials soaring in New York State. Projects in some States were convincing evidence that a single, well-developed collection of foreign language and ESL materials can sometimes provide better service statewide than many small collections in numerous locations (North Carolina).

Finally, some projects had a more far-reaching effect than originally anticipated. For example, the Chelsea, Massachusetts, project made a significant and positive social impact in the community which had been polarized by differences, especially between Hispanic and Asian groups. The project provided a program that brought the groups together to learn English, thus promoting cross-cultural understanding. The project is described in greater detail in the State program section that follows.

LSCA Projects by State

Alabama. Huntsville-Madison County Public Library. Foreign Language Resource Center. More than 1,000 publications were purchased, bringing the collection to 4,000. Most of the materials were housed in the International Media Center. Circulation averaged more than 1,300 per month. Both native and foreign-born populations showed considerable interest in the Center.

Arizona. Tucson Public Library. A Spanish fotonovela (a booklet in cartoon format that uses photographs to convey a message) was developed to explain the library's services to the Hispanic community. It stresses the useful role of the library as a source of education and information about social services, job skills, parenting, nutrition, and life-coping skills in general. Produced as a prototype public information piece, the booklet could be adapted easily by other communities with Hispanic populations.

Yuma Public Library. Language Literacy. Audio and video tapes were purchased to enable persons to learn English, Spanish, German, French, Italian, and Russian. Patrons of all ages used these aids in the well-publicized center.

Yuma Public Library. Children's Southwest Collection. Reader surveys and bibliographies were being prepared to assess the needs in the area, and assessment of the collection was underway. The project was still under development.

California. Bay Area Library and Information System. Reference Referral for Spanish Speakers and Other Spanish-Language Users in California. Information specialists throughout the State took part in a study of the ability of library staffs to handle information inquiries from Spanish-speaking patrons. The study resulted in the development of recommendations for service improvements and the production of a Spanish-language referral guide, *Fuentes de Informacion*, which was distributed widely.

South State Cooperative Library System. Asian Shared Information and Acquisitions (ASIA). In FY 87, its 6th year of operation, ASIA continued to acquire and catalog library materials in Chinese, Japanese, Korean, and Vietnamese. The project cataloged 2,986 titles and delivered 18,874 copies to contracting libraries. Bilingual catalog cards were produced on-line, using the OCLC-CJK program. The Pasadena Public Library contracted with ASIA to retroconvert its large Asian-language collection in 1988.

Florida. Pompano Beach Public Library. The primary goal of this Haitian resource project was to introduce Haitian preschool children to the pleasures of reading through regular visits to the public library. Many of the children were born here and are fluent in English. A secondary goal was to reach Haitian adults who, for the most part, speak broken English, fluent Creole, and some

French. Public libraries are unheard of in Haiti and few adults have ever been to school.

The project bought 1,788 outstanding English-language picture books that would catch the interest of children and 385 books for adults. Most of the latter deal with coping skills and ESL. The project activities were conducted through the Haitian Resettlement Mission, and a few books on the history of Haiti were purchased at the suggestion of the Mission's directors. Altogether, more than 2,000 books were purchased at an average price of $11.12. Fifty-two story hours were held at the Mission and at Haitian church day care centers for 1,028 children. The library director conducted a series of programs on Haiti for the non-Haitian community.

Idaho. Boise Public Library. The project increased and updated the collection of materials in Spanish, Vietnamese, Polish, Khmer, Czech, and Slovak. A total of 146 items were acquired. Despite several attempts to buy them from various sources, no Laotian materials were available. Circulation increased dramatically during the year, despite the difficulty of cataloging foreign-language materials and delays in receiving orders.

Caldwell Public Library. Spanish-Language Materials. The project increased service to the Spanish-speaking community (12 percent of Caldwell's population) by expanding the collection of Spanish materials. Acquisitions included titles recommended by local educators and Spanish-speaking patrons. A publicity campaign was initiated to inform the community of the collection's availability.

Illinois. Addison Public Library. Literacy Program of Spanish Materials. Ordering books and materials was a major effort in the beginning. Some existing cataloging problems were worked out during the first 6 months. One of the desired objectives of the literacy program was to generate goodwill through cultural understanding, but that objective was not met satisfactorily because of community and staff resistance to the program.

However, planned interaction with the College of DuPage in its ESL activities went well. The classes were held in the library. Also, sources and mechanisms for obtaining Spanish-language materials were developed and plans were made to compile a bibliography of ESL publishers.

Chicago Public Library. "Libro Means Book." Expanding Bilingual Learning. The project had difficulty in meeting some of its goals. For example, two bilingual story hours were advertised in neighborhood newspapers and two local preschools were invited to participate. One neglected to show up and the other comprised only six to eight children. Hardly any parents responded to the ad. When no other suitable storytellers could be found, a bilingual librarian took on the responsibility of storytelling in English and in Spanish. She visited schools and spoke with teachers and principals about bringing classes to the library, but

inclement weather kept about half of them away. All of the children who visited received library cards but, initially, they could take home only one book at a time because the bulk of the book order was late. As soon as the collection was complete, however, each child was allowed to check out up to five at a time and the books circulated steadily.

Promotional activities, such as talks, tours, storytelling, and films, showed that the bilingual program was responsive to the needs of children. Furthering the promotion effort, parent groups were addressed at local schools; letters in English and Spanish were sent to the parents of children who went on library field trips; bilingual brochures describing library services were distributed; and English and Spanish ads were placed in local newspapers. While participation was less than expected, the teachers, parents, and children who did take part in the activities were enthusiastic about the project.

The Logan Square public appeared to be excited about the new collection of books for beginning readers. Spanish-speaking families were using the library in increasing numbers, as evidenced by the stream of books bearing the "Libro Means Book" label, which circulated on a daily basis.

Chicago Public Library. Spanish Communications Skills for Library Personnel. The project offered Spanish lessons to staff members, most of whom found the classes helpful in their daily interaction with Spanish-speaking patrons. This was especially true of those at the intermediate level who believed their command of Spanish had improved greatly. The classes proved so popular that, by the end of the first quarter, they were offered at beginning, intermediate, and advanced levels.

In addition to mastering Spanish, the staff became acquainted with the culture of Spanish-speaking countries. The end of each class cycle was followed by a week of cultural activities such as Spanish-language films, guest speakers from Latin America, and musical entertainment from Mexico. Because of staff shortages at some Chicago Public Library branches, a few students had to drop out of the classes rather than disrupt library services at their units.

Louisiana. State Library. As part of its materials-selection policy, the State Library continued to add foreign-language materials that would help small libraries meet demand for them. (From time to time, the State Library issued a bibliography of the added materials.) The small number of consultants on the staff precluded any significant work in determining the library needs of persons in the State who have limited English-speaking proficiency.

Maryland. Montgomery County Department of Public Libraries. Multilingual Project III. This project addressed the needs of some 80,000 adults (of Hispanic, Chinese, Korean, and Vietnamese origin) for information on education and employment opportunities. It provided programs on immigration, jobs,

computer and literacy skills, volunteerism, and the use of library materials (including a trade school file). It also provided translation services.

During the year, 241 ESL students were introduced to library services; and 325 Hispanics and Asians were exposed to library programs that focused on their cultures, as well as job and housing needs. A brochure introducing library services was printed in Spanish. In order to reach the 5,000 targeted individuals, the project emphasized the inclusion of the bilingual program in local library services. To this end, the project employed bilingual and bicultural staff, and trained staff to cement relationships the library had developed within multicultural networks.

Massachusetts. Chelsea Public Library. English as a Second Language. The city of Chelsea is a large, urban area adjacent to Boston and, recently, it has become a major resettlement location for Southeast Asian refugees. In addition to Asians, the city's population is 15 percent Hispanic. Altogether, about 8,600 residents have limited English-speaking proficiency.

To enhance intercultural communications, the project had three major objectives: to establish a volunteer ESL tutoring program; to develop a new-reader/ESL collection; and to provide a comfortable atmosphere where immigrants could learn "survival English," thus enhancing intercultural communications. The project more than met its objectives, recruiting and matching 35 students with tutors—twice as many students as originally intended—and purchasing ESL materials. An advisory group was formed which subsequently became a city-wide coalition for literacy. After some delay, a new coordinator with extensive background in ESL was hired. The project secured funding from the Bank of Boston and State agencies (Gateway Cities Grant and Employment Resources Grant), ensuring a second year of operation.

Salem Public Library. Hispanic Community in Salem. To serve a growing Hispanic population, an outreach program at the Point Neighborhood Community Center acquired print and nonprint materials and hired a full-time Spanish-speaking library aide. The aide spent 2 days a week at the Center registering new patrons and conducting a preschool story hour in Spanish and in English. The library purchased ESL materials and distributed bilingual handouts. It stimulated recruitment through a neighborhood newsletter and contact with the bilingual education departments of public schools and community agencies. The initial response to the Hispanic-oriented collection and the programs was encouraging.

Cambridge Public Library. Asian Resource Collection. The project acquired print and nonprint materials and placed them in a special collection at the Heritage Center Branch Library. Materials were placed at the main and branch libraries and on the bookmobile, which made stops at apartment complexes housing large numbers of Asian immigrants. An Asian-American film festival featured four separate programs, including commercial and documentary films.

As a part of the project, a University of Massachusetts (Boston) teacher and two interns produced a videotape program which focused on three Chinese-Americans living in Cambridge, documenting the positive contributions of one Asian group currently residing in the city. The videotape was cablecast over the local municipal channel and shown in local public schools. It could be used to advantage by other libraries in the State which serve Chinese-American communities. It also demonstrated the need to purchase material in the languages of recent immigrants.

Methuen Public Library. HISPAN. This was a cooperative project of the Merrimack Valley Library Consortium comprising public libraries in Haverhill, Lawrence, Lowell, and Methuen. Its purpose was to serve a growing Hispanic population that had difficulty finding suitable materials.

In FY 87, responsibility for the project was shared by some of the participating libraries. Methuen provided the director, Lawrence acted as fiscal agent, and Lowell selected and cataloged the foreign-language materials. Each of the libraries acquired Spanish-language materials and some of the grant funds were used for OCLC cataloging so that all consortium members would have access to them. One of the better results of the project was the contact with the Hispanic community. All of the libraries noted an increase in the numbers of Hispanic borrowers and, in Lawrence, 46 percent of all new borrowers who registered during the grant year were Hispanic.

Missouri. Kansas City Public Library. Collection of Video Cassettes in the Spanish Language. Approximately 200 instructional and recreational videos were added to the collection for use in the West Branch Library. (This branch serves the largest Mexican-American and other Hispanic populations in the State.) Patrons were quick to make use of the new acquisitions and library activity increased remarkably. Some patrons even drove long distances to use the facility. In August 1987, tape circulation was 287; the following month, it increased to 515.

St. Louis Public Library. Immigrant Assistance. The project's purpose was to provide programs and materials that would help recent immigrants adapt by furthering their understanding of the English language and American culture. Most of the immigrants were from Southeast Asia, though some were from African and Spanish-speaking countries.

The project funds were divided among the three mid-city branch libraries serving the target populations. The libraries bought books in the immigrants' native languages, along with ESL and other materials designed to prepare them for the naturalization examination and increase their understanding of America. The International Institute conducted workshops to train library staff to interact more successfully with the new arrivals.

New York. Chautaugua Cattaraugus Library System. In the Dunkirk area, about 20 percent of the population is Hispanic (primarily Puerto Rican, but increasingly Mexican). Asians have immigrated to the Westfield area. The library serves these groups in their own languages, providing materials and services to help them learn English and adjust to American society. In FY 87, 169 persons were reached.

A VISTA volunteer conducted workshops in three locations to train ESL tutors. In turn, 33 tutors trained 49 students during 1,519 hours of instruction. ESL materials were made available to the Spanish-speaking population in Dunkirk and this resulted in a steady demand for more books, recordings, and magazines. ESL tutors and students also found the materials very helpful. The most useful publication was a dictionary of American English designed for persons in the process of learning the language.

Continued publicity in Dunkirk, Westfield, and Jamestown resulted in a 17 percent increase in ESL student participation. Participants learned about available materials through posters and flyers and ads in local newspapers, as well as by word of mouth. Dunkirk personnel found a unique way to recruit students—they waited at the grocery store on the first of the month, the day Food Stamps are distributed. (Thirty-two percent of the students are on public assistance.) In Jamestown, the majority of the tutors met with their students two or three times a week.

Mid-York Library System. A part-time ESL coordinator helped extend services to persons for whom English was not a native language. By the end of the grant period, 59 tutors and students had been matched, more than double the goal of 25. While the emphasis was on recruiting Hispanics, among those actually recruited were natives of Vietnam, Italy, Poland, Syria, and China, as well as Bolivia, Peru, and Puerto Rico.

Small-group instruction was held at a low-income housing development in Utica and the Camp Georgetown Correctional Facility. Seventy-two students received 7,488 hours of instruction and more than 150 persons used library materials and services. Two of the students earned U.S. citizenship during this period. A highlight was the first annual cultural exchange dinner to which ESL students and tutors contributed native foods. The potluck feast had local television coverage.

Nassau Library System. English for New Americans. The purpose of this project was to provide ESL classes for newcomers, helping them to learn everyday phrases and encouraging them to see the public library as a community information center. The project was characterized by its service to a concentration of "new Americans" in a suburban community. They had very limited English-speaking ability and came from widely diverse countries of origin: Japan, China, Iran, India, Korea, Russia, and many of the Hispanic countries.

Participation was greater than anticipated in the ESL classes, which were conducted by three professional ESL teachers. The Freeport School District was so enthusiastic about the project, it offered to provide an ESL teacher for a Saturday morning class at the library. With the successful completion of spring classes, the school district further agreed to provide the next level of classes over the summer at the same times and locations—the Freeport, Roslyn, and Westbury libraries.

The Freeport and Roslyn groups had very successful sessions, but the Westbury effort did not do as well. Only 10 persons enrolled at Westbury, while Freeport had 33 participants (night-shift factory workers and housewives) and Roslyn had 28 (mostly students employed as domestics whose employers gave them time off to attend day classes). Apparently, Westbury's potential patrons—largely Hispanic—cannot attend weekday morning classes because of job and family commitments and inadequate transportation.

A total of 73 persons received 210 hours of instruction. Two of the students were unable to attend the concluding session because they were taking part in citizenship ceremonies.

Having ESL teachers as project coordinators was an advantage because they had the experience and knowledge necessary for the selection of appropriate library materials. A measure of the project's success was demonstrated at the conclusion of the classes when all of the students were able to communicate basic information orally and complete their own written applications for library cards.

Pioneer Library System. Hispanic Community Outreach. The project set out to increase the Hispanic community's awareness and use of area public libraries. It provided 207 hours of primary service at the Puerto Rican Heritage Station and helped the Groveland Correctional Facility purchase Spanish-language materials. A total of 227 persons used the library services; circulation reached 3,803.

North Carolina. State Library. Foreign Language Services. The objective of the North Carolina Foreign Language Center (of the Cumberland County Public Library and Information Center) is to serve multilingual residents of the State. The Center provided materials to a varied and widely dispersed public, since no single city or metropolitan area in the State holds a large concentration of any one non-Enghlish-speaking or ethnolinguistic group.

In FY 87, more than 100 titles were added in Korean, Chinese, Taglog, Japanese, Vietnamese, Spanish, and French; between 50 and 100 titles were added in Persian, German, Russian, Gujarati, Hindi, Urdu, and Portuguese; and lesser numbers in Norwegian, Dutch, Bengali, Tamil, Polish, Hebrew, Swedish, Danish, and Hmong. The Center also improved its collection of tapes and records for language learning, especially ESL. The collection is considered one of the best

nonprint collections in the country and requests to borrow from it come from all over the continental United States.

Each issue of the Center's newsletter highlights a specific resource and the mailing list continues to grow. Out-of-State, as well as in-State, institutions and individuals found it useful. Circulation figures showed a 17.1 percent gain over 1986 (36,830 compared with 31,452). The increase was attributed to the Center's move, in May 1986, to the new headquarters library of the Cumberland County Public Library and the intense campaign to promote the use of deposit collections in libraries throughout the State. Deposit collections can be tailored to a group or a community and the number of libraries using them doubled, from 16 to 32. Some college and university, school, and church libraries, as well as public libraries, used the Center and the demand for ESL remained substantial.

The effort to provide an automated circulation system and online catalog made considerable progress, with conversion of the card catalog to machine readable format. Reference capabilities were limited by the high cost of foreign-language bibliographies and reference works. However, a greater problem than cost was the unavailability of materials in some languages. A library assistant was added to the staff and this made operation more efficient. The Center had some problems. For example:

- The small staff did not have enough expertise to select materials in all the collected languages, much less locate, obtain, and catalog them.
- The Center was at the mercy of postal rate increases.
- Contacts had to be renewed constantly because of the turnover in informed and concerned personnel.

Oregon. Multnomah County Library. Language Enrichment and Acquisition Project (LEAP). The purpose of the project, which began in 1985, was to improve the quality and availability of library materials for the State's Southeast Asian community. Books, cassettes, and magazines were acquired and rotated for 4-month periods among eight libraries. Primary emphasis was on buying publications in Southeast Asian languages and ESL materials. A Vietnamese bibliography was compiled and distributed throughout the State.

The project became a center of interest for Southeast Asian refugees who used it frequently. It was a subject of discussion at a meeting of 100 Vietnamese parents, students, and others who had come together to plan education for Vietnamese immigrants.

Among continuing problems: keeping multivolume sets together; the ongoing need for mending and binding books; and the limited availability of Lao and Cambodian materials.

Rhode Island. State Library. Rhode Island has a large foreign-language population with many new immigrants from Asia, Central and South America, and Africa. Their needs were assessed by surveying ESL students and tutors (using a mailing list from the Literacy Volunteers of America—Rhode Island). The survey return rate was very high. Respondents indicated a need for additional resources to aid the reader who is learning English, as well as tape-recorded and written foreign-language materials.

The project compiled and distributed a list of groups representing the non-English-speaking publics and a directory of bilingual librarians in the State. It also provided information, referral, and consulting services to 16 libraries. An additional 14 libraries in the system provided information and referral services and 6 provided outreach services to the non-English-speaking community.

Northern Interrelated Library System. The libraries in the northern region had not been able to reach out to the Spanish-speaking community because of language and cultural barriers. To deal with the problem, the project (based in Central Falls and Pawtucket) developed a number of outreach activities—staff training, collection development, public relations, and programming.

Twenty-eight staff members attended training designed to increase their sensitivity to non-English-speaking patrons and to improve techniques for successful service encounters. Books, periodicals, and audio and video recordings in Spanish were acquired, along with instructional materials to help Spanish speakers learn English. Circulation of Spanish-language materials increased approximately 30 percent.

Public relations efforts included printing new library signs and a service brochure in Spanish and placing feature articles about the services in Spanish-language newspapers. During two programs at the Central Falls Library, adult ESL students were given tours of the library and, as a result, over 100 new borrowers were registered.

The project was considered a success, although some objectives were not achieved due to a change in consultants and the turnover and shortage of staff at participating libraries.

Texas. San Antonio Area Library System. Of the 21 counties served by this system in FY 87, 8 had populations that were more than 50 percent, and 5 that were more than 40 percent, Hispanic. LSCA funds were used to purchase materials, equipment, and supplies for persons of limited English-speaking proficiency.

South Texas Library System. Funds were used to improve media, literacy, and collection development.

Utah. State Library. A bookmobile brought service to remote areas where there are concentrations of Hispanic, Vietnamese, and Cambodian people. The

bookmobile carried special materials, such as high-interest, low-vocabulary books with information to help the immigrants' assimilation into American society. Although many of the library users were second- and third-generation Americans who did not require special materials for learning English, they used the books to learn about Utah and America.

Wisconsin. Eastern Shores Library System. Service to the Hmong Community. LSCA funds provided print and nonprint materials to help the Hmong acquire coping skills and ESL.

Outlying Areas

Guam. Nieves M. Flores Memorial Library. Video and audio cassettes were added to the foreign-language tape collection, with special emphasis on Japanese. The FY 87 summer reading program had 89 participants, many of whom knew English as a second language.

Puerto Rico. Caguas Public Library. An English learning course on cassette was purchased, along with 88 new books, 2 cassette recorders, 2 listening centers with 16 headsets, and 1 16mm sound projector and screen. Altogether, 174 library patrons participated in formal conversational English classes.

Arecibo Public Library. The library acquired an English learning course on cassette, 2 cassette recorders, 2 listening centers with 16 headsets, and 120 English-Spanish books. Fifty-eight library patrons participated in formal conversational English classes.

Table 1.—Library services for individuals with limited English proficiency: Fiscal Year 1987 expenditures from Federal, State, and local sources, by State

State or Outlying Area	Source				Number of people served
	Total	Federal	State	Local	
	$2,567,644	$2,527,989	$25,350	$12,305	5,694,275
Alabama	7,902	6,250	0	1,652	10,000
Arizona	18,795	18,795	0	0	30,000
California	305,100	305,100	0	0	5,543,770
Florida	39,610	28,957	0	10,653	6,000
Idaho	2,125	2,125	0	0	2,300
Illinois	38,700	38,700	0	0	(*)
Louisiana	15,651	5,515	10,136	0	(*)
Maryland	32,182	32,182	0	0	566
Massachusetts	62,092	62,092	0	0	30,071
Missouri	8,197	8,197	0	0	3,000
New York	32,515	32,515	0	0	619
North Carolina	144,318	144,318	0	0	(*)
Oregon	345	345	0	0	41,117
Rhode Island	18,498	11,914	6,584	0	24,846
Texas	1,817,606	1,817,606	0	0	(*)
Utah	11,819	3,189	8,630	0	886
Wisconsin	189	189	0	0	1,100
Outlying Areas					
Guam	4,000	2,000	2,000	0	18,646
Puerto Rico	8,000	8,000	0	0	232

(*) Population figures not provided